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LANGUAGE LEARNING IN AMERICAN COLLEGES AND UNIVERSITIES--DATA ON DEGREES, MAJORS, AND TEACHING PRACTICES.

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SEVERAL ASPECTS OF THE TEACHING AND STUDY OF MODERN LANGUAGES IN HIGHER EDUCATION WERE SURVEYED, SUCH AS (1) DEGREES AWARDED IN 1958-59, (2) MAJORS ENROLLED IN THE FALL OF 1959, (3) AVAILABILITY AND USE OF LANGUAGE LABORATORIES, RESIDENTIAL HOUSES, AND PROGRAMS ABROAD, AND (4) CURRICULUMS AND STAFFING TRENDS. QUESTIONNAIRES WERE ADDRESSED TO MODERN LANGUAGE CHAIRMEN OF 1,125 INSTITUTIONS. FROM REPLIES TO THIS QUESTIONNAIRE AND FROM REPLIES TO TWO OTHER SURVEYS CONDUCTED SIMULTANEOUSLY, IT WAS FOUND THAT ONLY 1,052 OF THE 1,125 INSTITUTIONS CONTACTED OFFERED MODERN FOREIGN LANGUAGE INSTRUCTION. A TOTAL OF 992 REPORTED THAT THEY WERE EITHER OFFERING DEGREES WITH A MAJOR IN MODERN LANGUAGE (729) OR OFFERING INSTRUCTION BUT NOT A DEGREE (193). ON THE BASIS OF THE FINDINGS IT WAS POSSIBLE TO PREDICT THE AREAS AND EXTENT OF THE SHORTAGE OF MODERN FOREIGN LANGUAGE TEACHERS FOR THE NEXT TWO YEARS. THE INCREASE IN ENROLLMENTS AT THE UNDERGRADUATE LEVEL IS AN ASSURANCE THAT AN INCREASINGLY LARGE NUMBER OF EDUCATED PEOPLE WILL BE ABLE TO SPEAK, READ AND UNDERSTAND A FOREIGN LANGUAGE AT THE BEGINNER'S LEVEL, BUT THE CONCLUSION WAS THAT IF THE NATIONAL NEED FOR PEOPLE WITH A SOUND KNOWLEDGE OF FOREIGN LANGUAGE AND CULTURE IS TO BE MET, ADDITIONAL EFFORTS ARE NECESSARY TO ATTRACT LARGER NUMBERS OF INTELLIGENT PEOPLE TO STUDY FOREIGN LANGUAGE AND CULTURE AT THE GRADUATE LEVEL. (RS)

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Language Learning in American Colleges and Universities: Data on Degrees, Majors, and Teaching Practices

MARA VAMOS, JOHN HARMON, FRANK WHITE,
AND HANNELORE FISCHER-LORENZ

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
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The research reported herein was performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare.

Language Learning in American Colleges and Universities: Data on Degrees, Majors, and Teaching Practices*

By Mara Vamos, John Harmon, Frank White, and Hannelore Fischer-Lorenz

This sixth report to the United States Office of Education on the status of modern foreign languages in four-year institutions of higher learning presents the results of a 1959-60 survey of degrees, majors, teaching practices, and curricular trends in the common as well as in the "critical" modern foreign languages. The five previous reports have covered entrance and degree requirements, certification requirements, language faculties, teacher-education curricula, and modern foreign language enrollments (fall 1958 and fall 1959). Two additional reports on enrollments (junior colleges, 1959 and 1960, and four-year institutions of higher learning, 1960) will complete the eight reports which the Modern Language Association will make in this series.

The chief contribution of this report is that it brings together in a concise fashion several important aspects of modern foreign language teaching and learning in colleges and universities in the United States, as reported by the chairmen of 922 modern foreign language departments. Among the topics presented, the following eight are of principal interest: (1) number of degrees in the common and "critical" languages; (2) number of majors in each language; (3) distribution of degrees and majors among the colleges and universities of the United States; (4) number of modern foreign language residential houses and their location; (5) number of modern foreign language study programs abroad and their foreign location; (6) number of institutions with language laboratories and the campuses on which these are situated; (7) report on the shortage of qualified language teachers; and (8) special teaching practices evolving in certain institutions.

Information contained in this report will be of special interest to the following groups: college and university administrators and their faculties, secondary school guidance officials, college students, and personnel officers in business and governmental organizations.

A study as extensive as this one represents the collaboration of many people. The MLA research staff expresses its appreciation to the chairmen of the 922 modern foreign language departments who supplied the data and comments used in this report.

J. Wesley Childers
Director of Research

30 March 1961

HIGHLIGHTS AND SUMMARY

1. Degrees granted with a major in modern foreign languages during the academic year 1958-59 totalled 5,716; these constituted 1.2 per cent of the total number of earned degrees that year. Only 112 degrees were awarded in Russian, in spite of the rapid increase in undergraduate enrollments in this critically needed language. In 60 other critically needed languages for which enrollments were reported, degrees totaling 397 were granted in 10 of them.
2. In the fall of the next academic year, 21,995 students were reported enrolled in curricula leading to a degree with a major in modern foreign languages. This points to a higher number of degrees for each of the next few years.
3. In fall 1959, more than 400 language department chairmen reported a shortage of teachers in at least one modern foreign language.
4. As of spring 1960, 549 institutions reported that they had language laboratories; 40 institutions reported a total of 73 foreign language residential houses; and 117 institutions reported that they had foreign language programs abroad.
5. Between 1955 and 1960, curricular additions of modern foreign languages totaled 481, while subtractions for the same period totaled 52.

On the basis of these findings it is possible, first, to predict the areas and extent of the shortage of modern foreign language teachers for the next two years; and, secondly, to moderate to some extent the optimistic picture created by the recent upsurge in enrollments in languages.

From our surveys of the production line in foreign languages, it is apparent that great progress has been made, but that the yield of professionally trained potential teachers of modern foreign languages is still somewhat behind the existing and projected needs. The increase in enrollments at the undergraduate level is an assurance that an increasingly large number of educated people will be able to speak, read, and understand a foreign language at the beginner's level. This may be sufficient to help them in fields other than those requiring a truly sound knowledge of a foreign language and culture; but if the national need for people with such a sound knowledge is to be fully met, additional efforts are necessary to attract larger numbers of intelligent people to study foreign language and culture at the graduate level.

INTRODUCTION

1. Purpose of Survey: The purpose of this survey was to explore several aspects of the teaching and study of modern foreign languages in colleges and universities in the United States and to complement the statistical information given in two of our earlier reports which covered the teaching manpower in the academic year 1959-60 and the language enrollments in fall 1958 and fall 1959.

The aspects surveyed in this report are: a) degrees with a major in languages (or linguistics) awarded by institutions of higher learning in 1958-59;[1] b) majors enrolled in fall 1959 in a program leading to a degree in modern foreign languages; c) availability and use of language laboratories, foreign language residential houses, and foreign language programs abroad; d) trends in language curricula and staffing, covering offerings in methods courses, fluctuations in language demand, and the availability of qualified language faculty.

2. Coverage: This report is based on information received from 922 accredited four-year colleges and universities which offer instruction in modern foreign languages. Questionnaires were originally mailed to the modern foreign language chairmen of 1,125 accredited institutions of higher learning. From replies to this questionnaire and from replies to two other surveys conducted simultaneously, it was ascertained that of those 1,125 institutions 1,052 offered modern foreign language instruction. Replies were received from 992 institutions (or 94.3 per cent of the 1,052 prospective respondents).[2] The present survey of trends in the teaching of modern foreign languages covers 92.9 per cent of the 992 applicable replies received, or 87.6 per cent of the 1,052 prospective respondents.

A total of 729 institutions (79.1 per cent of the applicable respondents) reported that they were granting a degree with a major in modern foreign languages in fall 1959; 193 (20.9 per cent), while offering instruction in modern foreign languages, did not grant such a degree.

* The research reported herein was performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare.

[1] *Advance Report: Survey of Earned Degrees Granted During 1958–59*, OE-54010, issued by the Department of Health, Education, and Welfare, U. S. Office of Education, devotes a small section to degrees conferred in the field of modern foreign languages and is herein supplemented by more detailed information on degrees awarded in specific languages.

[2] Of these, 70 stated that they offered no degree with a major in modern foreign languages and failed to fill in the remainder of the questionnaire. After repeated mailings 60 institutions failed to respond. Fifty of these, according to their catalogues, offer both instruction and a major in modern foreign languages; on the remaining ten, no information is available.

PART I: DEGREES IN MODERN FOREIGN LANGUAGES AWARDED IN 1958-59

During the academic year 1958-59, 5,716 degrees with a major in modern foreign languages were granted by 590 institutions of higher learning.[3] The breakdown was: 4,841 bachelor's degrees (84.6 per cent); 678 master's degrees (11.9 per cent); and 197 doctor's degrees (3.5 per cent).

Table I shows the distribution of these three types of degrees among the five most commonly taught languages—French, German, Italian, Russian, and Spanish—and in the categories "Other," "Romance Combinations" and "Other Combinations."

The following points of particular significance emerge from these data:

a. Our report on enrollments in modern foreign languages in colleges and universities pointed out the low per cent of graduate enrollments in modern foreign languages compared with other fields.[4] The present report is further confirmation of these findings.

According to the figures issued by the Office of Education in the *Advance Report: Survey of Earned Degrees Granted During Year 1958-59*, the total number of degrees awarded in 1958-59 was 464,008. Our figure of 5,716 degrees in modern foreign languages constitutes only 1.2 per cent of that total.

Of the total number of bachelor's degrees granted in 1958-59 (385,151) only 1.3 per cent (4,841) were claimed by modern language majors. In that year, according to the *Advance Report*, bachelor's degrees in biological sciences, for instance, constituted 3.9 per cent of the total number of bachelor's degrees granted in the U.S.; English and journalism, 5.3 per cent; mathematics, 2.3 per cent; psychology, 1.9 per cent.

Of the total number of master's degrees (69,497), the *Advance Report* states, 2.9 per cent were in biological sciences, 4.0 per cent in English, 2.0 per cent in mathematics, 1.8 per cent in psychology. In modern foreign languages, there was only 1.0 per cent. And of the total number of doctor's degrees awarded during that period (9,360), 11.2 per cent were in biological sciences, 4.1 per cent in English and journalism, 2.7 per cent in mathematics, 6.8 in psychology, 5.1 in physics, 10.8 in chemistry—and only 2.1 in modern foreign languages.

b. The breakdown by language shows that French and Spanish are leading by a large margin in the number of bachelor's and master's degrees. In doctorates, however, German has the lead for second place, by a small margin, over Spanish.

The degrees awarded in Russian do not reflect the increase in enrollments in that language. It is most unlikely that the six doctorates and 19 master's degrees awarded in 1958-59 in Russian, even with the addition of the 87 bachelor's degrees, will satisfy the increasing demand for qualified Russian teachers.

The trend toward the neglect of Italian which was apparent from the comparison of enrollments in Italian in 1958 and in 1959 is also evident in the degrees awarded in that language. On the basis of these findings, Italian can no longer be considered one of the most commonly taught languages in the United States. It might be necessary to include it on the list of critically needed languages unless new interest is shown in its study.

c. Of the 7,969 enrollments in critically needed languages reported by colleges and universities for fall 1958, 397 students were awarded a degree with a major in these languages. If the enrollment figure was encouraging, the 5.0 per cent who actually completed their studies in a critically needed language or in area studies in 1958-59 represents a small proportion in terms of national need. Although about 60 critically needed languages showed enrollments in fall 1958, by the end of the academic year 1958-59 degrees were awarded in only 10 of these languages: Arabic, Chinese, Hebrew, Japanese, Korean, Norwegian, Portuguese, Slavic languages, Swedish and Turkish, and in three fields of area studies: Asiatic, Near Eastern, and South Asian.

At the first academic level 346 bachelor's degrees were awarded. Modern Hebrew was in the lead with 302 (this disproportionately large figure is mainly due to the fact that one institution, Stern College for Women, New York, granted 254 bachelor's degrees in Hebrew. But even if this figure is subtracted from the total 302, the remaining 44 bachelor's in Hebrew by far exceed the number of such degrees granted in any other critically needed language). Chinese and Japanese, with 11 and 10 bachelor's degrees respectively, were next. The remaining bachelor's degrees were distributed as follows: Arabic, 1; Asiatic languages and area studies, 2; Near Eastern languages and area studies, 6; Portuguese, 1; Slavic, 4; Swedish, 4, Turkish, 5.

Among master's degrees, Japanese was in the lead with 12, followed by Hebrew and Chinese with 10 and 8. The others were: Asiatic languages and area studies, 1; Korean, 2; Norwegian, 1, Swedish, 1.

Six doctor's degrees were awarded in Chinese, three in Japanese, and one each in Arabic, Hebrew, South Asian languages and area studies, and Turkish.

These figures speak for themselves and reveal how critical the situation is.

PART II: MAJORS IN MODERN FOREIGN LANGUAGES, FALL 1959

Students majoring in modern foreign languages, both graduates and undergraduates, in fall 1959 totaled 21,995 or less than one per cent of the total enrollments in modern foreign languages, which numbered 2,555,380. In the academic year ending June 1959, 5,716 degrees in modern foreign languages were awarded by four-year colleges and universities. The number of majors in modern foreign languages in fall 1959 was nearly four times as great as the number of degrees given in modern foreign languages the previous year. It can be expected, therefore, that as many or more degrees will be given in each of the next two or three years.

Table II shows the distribution of majors among the same eight categories as Table I.

a. The number of institutions reporting modern foreign language majors in fall 1959 was 683, whereas 590 had reported degrees granted during 1958-59. The number of undergraduate majors was 17,988. This figure theoretically includes students at any stage of work leading to the bachelor's degree upon the condition that they have reported an intention to major in modern foreign languages; it usually represents seniors and juniors actually pursuing the modern foreign language major requirements for the B.A. degree. This supports the assumption that an increasing number of degrees in modern foreign languages can be expected from the years 1959-60 and 1960-61.

Graduate majors in modern foreign languages for the master's degree totaled 2,641. Approximately half as many majors were reported for the doctor's degree: 1,366. Together, the graduate majors numbered 4,007 and constituted 18.3 per cent of the total number of modern foreign language majors recorded in fall 1959, undergraduate majors accounting for the other 81.7 per cent. In the 1958-59 degrees in modern foreign languages, graduate degrees amounted to 15.4 per cent, and undergraduate degrees, to 84.6 per cent. Thus the ratio

[3] Of the 729 institutions which stated that they had degree granting programs with a major in modern foreign languages, only 590 actually granted such a degree during 1958-59. These 590 institutions represent 64 per cent of the 922 covered in this report.

[4] See Mara Vamos, Harry Margulis, and Frank White, "Modern Foreign Language Enrollments in Four-Year Accredited Colleges and Universities, Fall 1958 and Fall 1959," a report prepared for the U.S. Office of Education, 23 January 1961.

TABLE 1. DEGREES AWARDED IN MODERN FOREIGN LANGUAGES BY FOUR-YEAR COLLEGES AND UNIVERSITIES, 1958–59

STATE	No. of Inst.	MFL				FRENCH			GERMAN			ITALIAN			RUSSIAN			SPANISH			OTHER LANGUAGES			ROMANCE COMBINATIONS			OTHER COMBINATIONS		
		Total	Bach.	Mast.	Doct.	Bach.	Mast.	Doct.	Bach.	Mast.	Doct.	Bach.	Mast.	Doct.	Bach.	Mast.	Doct.	Bach.	Mast.	Doct.	Bach.	Mast.	Doct.	Bach.	Mast.	Doct.	Bach.	Mast.	Doct.
Ala.	6	33	27	6		10	3											12	3		1			4					
Ariz.	2	36	32	4		9			6									17	4										
Ark.	6	25	23	3		9			3	2								10	1					1					
Calif.	33	457	372	62	23	101	16	6	48	16	8	16	5		13		2	159	24	7	9			7			25	1	
Colo.	5	61	53	5	3	13	1	1	3	3								37	1	2									
Conn.	9	87	69	9	9	31	1	4	8	5		2		1	4	2		16		3	1			7	1				1
Del.	1	2	2			1												1											
D. of C.	8	69	47	19	3	22	7	2	2	1		1	1		3			5	2	1	7	8		7					
Fla.	9	76	68	8		24	3		5						3			34	4					1	1		1		
Ga.	11	19	19			14			2									3											
Hawaii	1	6	6			3												1			2								
Idaho	2	9	9			4			2									3											
Ill.	32	313	244	57	12	104	16	3	37	16	5				5			87	22	3	2	3	1	7			2		
Ind.	16	186	142	35	9	48	6	2	20	4	3				7	8		50	6	1		11	3	17					
Iowa	14	106	86	18	2	27	6	1	24	2	1							30	10					5					
Kans.	11	63	52	8	3	13	2	1	12	2		1			1			24	4	2				1					
Ky.	11	51	46	5		21	2		6	3					1			14						1			3		
La.	11	91	76	8	7	48	5	1	2	1	5							26	2	1									
Me.	3	28	28			13			4									7						4					
Md.	8	52	43	7	2	22	2	1	5	2		3						12	3	1				1					
Mass.	26	375	303	59	13	143	36	4	31	2	2	4						46	8	3	21	13	4	36			22		
Mich.	15	237	202	29	7	96	12	3	31	10	3				1			70	7	1	2			1					
Minn.	15	159	146	10	3	82	7	3	16						10			29			7	3		1			1		
Miss.	6	31	30	1		13			5	1								8						3			1		
Mo.	14	68	59	7	2	29	2		2									27	5	2				1					
Mont.	2	12	10	2		7	1		2									1	1										
Nebr.	8	30	29	1		9	1		4									14									2		
Nev.	1	13	13			2			1									8						2					
N.H.	5	31	27	4		17	4		1						3			2						4					
N.J.	12	162	133	23	6	50	13	3	25	7	2	2						50	3		4		1				2		
N.M.	5	44	30	14		2												28	14										
N.Y.	50	1048	911	104	33	266	41	16	69	9	6	19	2		13	3	2	201	35	5	281	11	4	49	2		13	1	
N.C.	16	148	126	11	11	77	4	6	5	3								42	4	5				2					
N.D.	1	6	6			1			1															1			3		
Ohio	35	263	233	21	9	105	3	2	39	5	4							83	5				1	4	8	2	2		
Okla.	8	31	30	1		6	1		3									21											
Ore.	7	50	47	2	1	12			2									13									20	2	1
Pa.	54	363	316	32	15	152	9	5	51	2	3	1			3	4	1	94	15	3		1	1	11		1	4	1	1
R.I.	4	57	50	4	3	24		1	3			3			2	2		14	1	1							4	1	1
S.C.	8	27	27			17												9						1					
S.D.	1	5	4	1		1	1											3											
Tenn.	18	100	90	10		44	3		12	3								32	4		1			1					
Tex.	27	209	182	18	9	46	1	5	7	4	4							112	11					9	2		8		
Utah	2	33	26	7		9	4		7									9	3		1								
Vt.	4	49	44	5		25	5		9						2			8											
Va.	16	94	89	3	2	48	2	1	8		1							25	1		1			7					
Wash.	10	82	67	13	2	22	3		12	1					14		1	13	5	1	6	4							
W.Va.	6	31	31			14			3									14											
Wis.	14	166	120	38	8	46	13	4	32	5	1		2		2			36	15	3	1	3					3		
Wyo.	1	21	17	4		8	1		1									8	3										
TOTAL	590	5716	4841	678	197	1910	237	75	571	109	48	52	10	1	87	19	6	1568	226	45	341	57	15	195	14	3	116	6	4

TABLE 2. MAJORS ENROLLED IN MODERN FOREIGN LANGUAGES IN FOUR-YEAR COLLEGES AND UNIVERSITIES, FALL 1959

STATE	No. of Inst.	MFL				FRENCH			GERMAN			ITALIAN			RUSSIAN			SPANISH			OTHER LANGUAGES			ROMANCE COMBINATIONS			OTHER COMBINATIONS		
		Total	Bach.	Mast.	Doct.	Bach.	Mast.	Doct.	Bach.	Mast.	Doct.	Bach.	Mast.	Doct.	Bach.	Mast.	Doct.	Bach.	Mast.	Doct.	Bach.	Mast.	Doct.	Bach.	Mast.	Doct.	Bach.	Mast.	Doct.
Ala.	8	93	82	11		30	4		5									40	7		1			5			1		
Alaska	1	7	7			6			1																				
Ariz.	2	311	191	117	3	49	7		22	7								120	103	3									
Ark.	10	228	217	11		102			19	6								91	5					5					
Calif.	34	2417	1919	270	228	651	63	105	253	58	57	79	14	15	97	32	4	762	83	45	13	13		6			58	7	2
Colo.	7	248	186	42	20	95	14	10	16	15	2							75	13	8									
Conn.	12	280	237	14	29	128	2	8	21	3	13	4	1		15			48		1	5			16				8	7
Del.	1	49	45	4		23	2		5									17	2										
D. of C.	10	393	268	108	17	130	21	9	19	13	2	4	6		28	17		49	9	6	19	42		16			3		
Fla.	9	435	407	21	7	109	8		39						32			213	13	7				14					
Ga.	16	153	126	27		91	20		3									16	3					11	4		5		
Hawaii	1	22	18	4		6			1									5			6	4							
Idaho	2	49	49			18			15									16											
Ill.	33	1314	1006	204	104	389	58	35	176	31	27	1			30	4		383	89	35	2	22	7	16			9		
Ind.	16	684	482	117	85	143	13	14	63	12	5				22	45	8	174	11	11	9	31	47	64	5		7		
Iowa	18	298	250	34	14	90	12	2	57	8	3				2			83	14	9				16			2		
Kans.	16	320	292	26	2	84	3		45	14	2				1			131	9					25			6		
Ky.	15	226	214	12		127	6		34	3					4			43	3								6		
La.	14	373	306	30	37	167	24	22	12	3	7							117	2	6				10	1	2			
Me.	3	73	71	2		45	2		16						1			7						2					
Md.	10	220	162	16	42	100	8	2	15	3	2	1			3			41	5	8				2		30			
Mass.	29	1336	1097	174	65	500	64	19	91	30		17			8			160	10	8	146	54	33	119	16	5	56		
Mich.	17	804	640	81	83	296	23	40	95	9		5			33	11		192	30	35	16	8	8				3		
Minn.	16	483	457	15	11	206	12	11	106						42			81			12	3		7			3		
Miss.	8	122	118	4		55			15	2								43	2		2						3		
Mo.	18	311	276	23	12	128	13	5	16	2								119	8	7				5			8		
Mont.	4	74	70	4		37	1		12	2								21	1										
Nebr.	10	180	166	8	6	67	5	2	31									66	3	4				1			1		
Nev.	1	10	10			10																							
N.H.	5	71	65	6		35	6		7						6			9						8					
N.J.	12	523	405	66	52	168	26	16	61	17	7	9						149	23	9	10		19	1		1	7		
N.M.	5	107	72	25	10	6												58	25	10							8		
N.Y.	55	3032	2250	555	227	805	270	122	192	38	30	52	19	9	91	42	8	518	138	18	464	36	37	88	7		40	5	3
N.C.	19	480	402	28	50	219	12	19	37	5	12		1					144	10	19				2					
N.D.	2	19	19			5			3									1			1			3			6		
Ohio	37	1005	869	100	36	396	19		167	14	18	1			1			301	10					1	57	18	2		
Okla.	10	217	200	13	4	82	6	2	17	1					2			99	6	2									
Ore.	8	184	156	23	5	59			9						5			35						1			47	23	5
Pa.	61	1605	1324	199	82	622	58	22	205	29	11	5	3	2	33	15	7	400	53	10	2			44	1	6	13	40	24
R.I.	5	135	99	17	19	48	7	11	15	4	3	3			6	2		20	3	4	1	1	1	1			5		
S.C.	11	92	92			50			2									36						4					
S.D.	4	49	43	6		11	2		3	2					2			16	2					2			9		
Tenn.	20	276	259	17		95	6		37	1					1			124	10					2					
Tex.	29	934	858	52	24	181	11	7	51	13	8	2						542	26	7			2	77	2		5		
Utah	3	69	55	14		11	6		18	4								26	4										
Vt.	5	146	142	4		91	4		19						11			20						1					
Va.	17	338	328	5	5	178	3	3	32						3			106	1	2				8	1		1		
Wash.	11	459	394	33	32	102	6	3	68	6	5			1	90	7	8	72	5	4	46	8	7	3			13	1	4
W.Va.	8	171	169	2		91			11	2								67											
Wis.	14	537	392	90	55	178	28	16	65	13	7		2	1	14	6	3	117	33	25	6	5	3	1			11	3	
Wyo.	1	33	26	7		12	3		2									12	4										
TOTAL	683	21,995	17,988	2641	1366	7327	858	505	2224	370	221	183	46	28	583	181	38	5985	778	303	761	227	164	587	94	62	338	87	45

of graduate majors to undergraduate majors (1 to 4½) was higher than that of graduate degrees to undergraduate degrees (1 to 5½). This indicates the beginning of a decrease of the disproportionate gap between the per cent of graduate degrees in modern foreign languages and the per cent of graduate degrees in other fields.

b. Majors in Romance languages (16,750) were 76 per cent of the total number of modern foreign language majors (21,995). French and Spanish were also the most frequently chosen individual languages for bachelor's, master's, and doctor's degrees. More than a third of all modern foreign language majors were in French. French and Spanish majors together accounted for more than half of the whole. German was third in all categories.

In Russian there were 38 majors for doctorates, 181 majors for master's degrees, and 583 majors for bachelor's degrees. This is well over six times as many majors in each category for Russian as there were degrees granted in Russian in 1958-59.

c. In fall 1959 there were only 1,127 majors, including graduates and undergraduates, in 27 critically needed languages. The distribution by languages is given below:

	Bachelors	Masters	Doctors
African language and area studies	0	4	6
Arabic	20	5	13
Chinese	38	56	24
East European language and area studies	5	11	18
Estonian	0	1	0
Far Eastern language and area studies	4	44	26
Finnish	0	3	0
Haitian Creole	0	0	1
Hebrew	582	33	2
Hungarian	1	2	8
Japanese	59	37	14
Korean (& Japanese)	1	0	0
Melanesian	0	1	0
Mongolian	0	1	0
Near Eastern language and area studies	20	3	2
Norwegian	7	2	0
Persian	0	0	2
Polish	3	0	4
Portuguese	0	3	1
Scandinavian philology	0	0	1
Serbo-Croatian	1	0	0
Slavic linguistics	7	2	0
South Asian language and area studies	0	0	24
Swedish	11	4	0
Tibetan	1	1	4
Turkish	0	0	3
Urdu	0	1	0
Totals	760	214	153

PART III: TEACHING PRACTICES

Although emphasis on the attainment of audio-lingual skills has been part of the pedagogy of certain institutions of higher learning for many years, it is only within the past five years that the teaching of languages by the "audio-lingual method" has become so widespread that it may properly be called a trend.

In the section of the questionnaire which invited free comments on changes in methods of teaching since 1955, chairmen of language departments in 365 colleges and universities mentioned that their methodology was already geared toward "audio-lingual" (or "aural-oral" as it is sometimes called), or was in transition toward the goal of a "switch to audio-lingual."

The means used to promote the attainment of audio-lingual skills are as varied as the individual foreign language departments devoted to that end. They are divisible, however, into three general categories: a) language laboratories; b) foreign language residential houses; and c) foreign language programs in institutions abroad.

a) *Language Laboratories:* Of the 922 colleges and universities covered by this survey, 549 (almost two-thirds) reported that they had a language laboratory in operation in Spring 1960. If the number of institutions planning to have a laboratory in operation by Fall 1960 are added, the current number of language laboratories in institutions of higher learning may be projected as 600. On the basis of the definition given for "language laboratory" in the questionnaire, this projected figure would include booth-type laboratory systems and "electronic classroom" laboratories, to the exclusion of one-tape-recorder arrangements.

The language laboratory, as one of the means by which the "audio-lingual method" of language teaching and learning is exercised, continues to be simultaneously the object of ardent faith and of abiding skepticism on the part of department chairmen. Between the extremes are many opinions of tempered awareness of the advantages and limitations of teaching by the laboratory method.

b) *Foreign Language Residential Houses:* Chairmen from 40 institutions of higher learning reported that they had among their language-teaching facilities a "foreign language residential house" conforming to the definition "a separate residential unit or section of a dormitory in which a particular foreign language is the only language of communication permitted."

Of these 40 institutions, 15 concentrated on one language; 25 had residential houses in two or in three languages. As of Spring 1960, a total of 73 residential houses were reported in the 40 institutions. Of these, 69 were devoted to Western European languages; the remaining four: Chinese (Stanford), Japanese (Stanford), Russian (Middlebury), and Far Eastern Languages (University of Washington, summer session).

The numerical distribution of residential houses, by languages:[3] French 37, Spanish 20, German 10, Romance Languages 2, Chinese 1, Japanese 1, Russian 1, Far Eastern Languages 1.

c) *Foreign Language Programs Abroad:* Chairmen from 117 institutions of higher learning reported that their departments had foreign language programs abroad, in progress during Spring 1960 or planned for Summer 1960. These 117 programs in foreign countries, "for the express purpose of studying the language and civilization" of the countries in which they are held, include full-year curricula, such as the "junior year abroad," and summer programs, described usually by a title such as "European study tour."

Canada, Europe, and Latin America are hosts to students from the United States whose home institutions have arranged for their foreign study. Some of these go abroad on the basis of a direct exchange with foreign students who come to the United States. Others participate in such programs as Dartmouth's "fall term abroad" in Caen, Freiburg, or Salamanca. Still others study on "Summer Russian Tours" like those of Indiana University and the University of Michigan. Another group of United States students enroll in foreign schools affiliated with the religious orders of their home colleges and universities.

Institutions which regularly send students abroad on programs sponsored by other colleges (e.g., by Hamilton, Smith, Sweet Briar) are not included in the total of 117.[4]

PART IV: TRENDS AND OTHER FACTORS

a) *Methods Courses:* Chairmen from 516 institutions reported that methods courses in the teaching of foreign languages were available to their students. Detailed information on these institutions is given in a separate report by Wesley Childers, Barbara Bell, and Harry Margulis, dated 1 March 1961, entitled "Teacher Education Curricula in the Modern Foreign Languages." This publication provides on pages 15-34 a listing of all

[3] For a list, by state, of colleges and universities which reported a foreign language residential house in Spring 1960, see List A. The language specialty of each residential house is given, with the specification, where applicable, that it operates in summer school.

[4] For a list, by state, of four-year colleges and universities with foreign language programs abroad, see List B.

colleges and universities which reported teacher-preparation for modern foreign languages. Among the 590 institutions listed are the 516 which answered, in the present survey, that they offered methods courses.[7]

b) *Increase or Decrease in Interest:* In the comments section of the questionnaire, 374 department chairmen mentioned an increase in modern foreign language enrollments between 1955 and 1960, while only eight noted a decrease for the same period. As the language having had the greatest increase within a modern language department, German was specified by 47 chairmen; Russian by 26; French by 24; Spanish by 10; and Italian by one.

Besides those chairmen who specified a language as the one of greatest increase within a department, the numbers of chairmen who mentioned increases and decreases in enrollments in the five most commonly taught modern foreign languages are shown in the insert below:

	Chairmen Noting:	
	Increase	Decrease
French	98	8
German	86	8
Russian	47	0
Spanish	51	53
Italian	9	4

The decreases in Spanish enrollments over the five year period are not evident in the actual enrollment figures published for 1958 and 1959.[8] It is assumed that these notations of decrease refer to a proportionate decline in enrollment, in relation to the other languages taught within an institution, not an actual decline in numbers of enrollments in Spanish.

c) *Language Demand:* Between 1955 and 1960 many institutions made additions to their modern foreign language curricula. A smaller number of institutions dropped certain languages, some of which were added by others. Russian was the language added by the largest number of institutions, 253 in all. Next were German, added by 49; Italian, 42; Spanish, 26; and French, 22. It must be noted in reference to French and Spanish that they were already being taught in most institutions prior to 1955.

Other languages which were added by more than one institution were Chinese, added by 11; Arabic, 9; Japanese, 8; Portuguese, 7; Modern Hebrew, 5; Polish, 5; Czech, 4; Norwegian, 4; Modern Greek, 3; Indonesian-Malay, 3; Serbo-Croatian, 3; Danish, 2; Hindi, 2; Swedish, 2; and Turkish, 2.

The curricular additions in modern foreign languages in the five year period totaled 481.[9]

The curricular subtractions in modern foreign languages in the same period totaled 52. First among languages dropped from curricula was Italian, dropped by 10 institutions. Next were German and Spanish, each dropped by 7 institutions; Portuguese, dropped by 5; Russian, 4; Danish, 2; and French, 2.[10]

d) *Shortages of Qualified Faculty:* A shortage of qualified faculty for modern foreign languages was reported in all the most commonly taught languages, in twelve less frequently offered languages, and in all the major fields of language and area studies. The demand was greatest for teachers of German: 130 institutions recorded their need for additional staff in German. Calls for French and Spanish were also heavy. The expressed need for teachers of Russian (in 67 institutions) showed both the fast-rising enrollment in that language and the desire of a number of schools to add Russian immediately to their foreign language curricula. But on the whole, shortages referred to the need for additional faculty in languages already being offered.

The frequency of requests for teachers of German was parallel to the high number of institutions which have added German since 1955. The fact that nine institutions reported a shortage of faculty in Italian points to one of the factors contributing to the relative weakness of that language described by each of the reports in this series. It is noteworthy that 10 institutions expressed a need for teachers of Chinese, nearly one-fourth the number of institutions which offered Chinese. Only a few institutions reported need for a person who would teach more than one language, such as French and Russian or Spanish and German. The number of institutions reporting a teaching shortage for each language:

German	130	Italian	9
Spanish	113	Japanese	5
French	109	Arabic	3
Russian	67	Norwegian	3
Chinese	10	Romance	3

[9] Languages added by one institution were Albanian, Armenian, Burmese, Dutch, Ewe, Finnish, Fulani, Hindustani, Hausa, Hungarian, Icelandic, Korean, Lithuanian, Persian, Shona, Thai, Ukrainian, Urdu, and Vietnamese.

[10] Languages dropped by one institution were Afrikaans, Burmese, Cambodian, Chinese, Dutch, Finnish, Hindi, Hungarian, Japanese, Korean, Persian, Romanian, Thai, Urdu, and Vietnamese—of which Burmese, Dutch, Finnish, Hungarian, Korean, Persian, Thai, Urdu, and Vietnamese were each added by one institution during the same period.

Hebrew	2	Hawaiian	1
Polish	2	Portuguese	1
Serbo-Croatian	2	Linguistics	1
Slavic linguistics	2	Asian linguistics	1
Czech	1	Semitic linguistics	1

e) *Other Factors:* To round out the picture of modern foreign language teaching as it developed in the answers and comments in the survey questionnaire, we mention certain factors not so common as to be called trends, yet important enough to deserve notation.

First among factors of this type is the interest of college and university administrators and faculties in general in the teaching of modern foreign languages and their cooperation with the language departments in such important matters as entrance and degree requirements, the scheduling of classes to allow for language laboratory practice, the procurement of technical personnel to maintain laboratory equipment, and the setting up of NDEA institutes. Several chairmen stated that, whereas five years ago their departments had existed without cooperation from the administration, now they are unable to make use of all the cooperation that is offered.

Another important factor concerns the required curricula in teacher training institutions. Several language department chairmen in colleges of this type mentioned that the required courses in their institutions were so numerous that they precluded the possibility of a major in a modern foreign language. Other chairmen noted, on the contrary, that because of the great demand for teachers of foreign language in the secondary and elementary schools, a revised teacher-training curriculum was already in effect, or under consideration.

Oklahoma City University reports having solicited and received the aid of Massachusetts Institute of Technology in building up the quality of its instruction. Specifically, M.I.T. has informally pledged its efforts in seeking five outstanding professors for specific academic areas to be hired by Oklahoma City University, and in supervising a special honors program in subjects which include English, mathematics, physics, and foreign language.

St. Louis University, Missouri, has set up special accelerated language courses in private secondary schools in St. Louis. The secondary school students take the same examinations as university freshmen and sophomores. Passing these examinations qualifies them for advanced work in language at St. Louis University, or notification of honors work in foreign language to other institutions the students may attend.

Interest in critically needed languages has been

[7] For specific data concerning methods courses, see Tables 3 and 4 of the same report.

[8] See Mara Vamos, et al., op. cit.

highlighted by the establishment of special language programs at certain institutions under NDEA. Other institutions besides those with NDEA programs are also interested in promoting the critically needed languages. For example, in 1958 Southwestern at Memphis set up an International Language Center which offers taped instruction in 18 languages, in addition to offering night classes for adults, classes for children, and a training program for public school teachers. Also, in Spring 1960, the language department at Hampton Institute in Virginia was seeking to develop a center for the teaching of African dialects, concentrating on "dialects used in African countries which have recently obtained independence or are anticipating independence in the near future."

LIST A. FOREIGN LANGUAGE RESIDENTIAL HOUSES

NUMBER OF INSTITUTIONS: 40 — NUMBER OF RESIDENTIAL HOUSES: 73

CALIFORNIA	
Dominican C of San Rafael	(French)
Pomona C	(French, German, Spanish)
Stanford U	(Chinese, Japanese)
GEORGIA	
U of Georgia	(French, Spanish—summer)
ILLINOIS	
Knox C	(French)
Rosary C	(French)
Saint Xavier C	(French)
KENTUCKY	
Transylvania C	(French—summer)
LOUISIANA	
Louisiana SU, Baton Rouge	(French, Spanish—summer)
MARYLAND	
Hood C	(French)
MASSACHUSETTS	
Mount Holyoke C	(French)
Smith C	(French)
Tufts U	(French)
Wellesley C	(French, Spanish)
MICHIGAN	
Kalamazoo C	(French)
MINNESOTA	
U of Minnesota	(French, German, Spanish—summer)
C of St. Teresa	(French, Spanish—summer)
MISSOURI	
Washington U	(Romance Languages)
NEW JERSEY	
Douglass C	(French, German, Spanish)
NEW YORK	
Fordham U	(French, Spanish—summer)
New York U	(French)
Russell Sage C	(French, Spanish)
Sarah Lawrence C	(French)
Skidmore C	(French)
OHIO	
U of Cincinnati	(French, Spanish—summer)
John Carroll U	(French, Spanish—summer)
Oberlin C	(French, German—summer)
Western Reserve U	(French, Spanish—summer)
Wittenberg U	(French, German, Spanish)
C of Wooster	(French, Spanish)
PENNSYLVANIA	
Bryn Mawr C	(French, German, & Spanish, upon demand)
Bucknell U	(French, German, Spanish)
Chatham C	(French, Spanish)
Haverford C	(French, Spanish, German)
Swarthmore C	(French, German)
Wilson C	(French)
VERMONT	
Middlebury C	(French, German, Spanish, Russian)
VIRGINIA	
Mary Washington C	(French, Spanish)
WASHINGTON	
U of Washington	(Romance Languages & Far Eastern Languages—summer)
WISCONSIN	
U of Wisconsin	(French)

LIST B. FOUR-YEAR COLLEGES AND UNIVERSITIES WITH FOREIGN LANGUAGE PROGRAMS ABROAD

TOTAL NUMBER: 117

ARIZONA
Arizona SU
U of Arizona

ARKANSAS
U of Arkansas

CALIFORNIA
Chico SC
Immaculate Heart C
Loyola U
Marymount C
Mt. St. Mary's C
Pacific Union C
Pomona C
U of Redlands
Sacramento SC
St. John's C
San Francisco C for Women
U of San Francisco
San Jose SC
Scripps C
U of Southern California
Stanford U
Whittier C

CONNECTICUT
Wesleyan U

DISTRICT OF COLUMBIA
School of Advanced International Studies, Johns Hopkins U

FLORIDA
Florida SU
Rollins C

GEORGIA
Oglethorpe U

ILLINOIS
Millikin U
Principia C
Rosary C
Saint Xavier C
Southern Illinois U

INDIANA
Ball STC
DePauw U
Earlham C
Indiana U
Wabash C

IOWA
Central C

KANSAS
U of Kansas
Mount St. Scholastica C
Washburn U

KENTUCKY
U of Kentucky

LOUISIANA
Louisiana SU, Baton Rouge
Loyola U
Tulane U

MASSACHUSETTS
Anna Maria C
Assumption C
Boston C
Emmanuel C
Hebrew TC
Holy Cross C
Smith C

MICHIGAN
Adrian C
Emmanuel Missionary C
Hillsdale C
Hope C
Kalamazoo C
Wayne SU
U of Michigan

MINNESOTA
Carleton C
Hamline U
Mankato SC
U of Minnesota
St. Olaf C

MISSISSIPPI
U of Mississippi

MISSOURI
Fontbonne C
U of Missouri

NEBRASKA
Doane C
Duchesne C

NEW HAMPSHIRE
Dartmouth C

NEW JERSEY
Fairleigh Dickinson U
Montclair SC
Princeton U

NEW YORK
Adelphi C
Alfred U
Colgate U
Cornell U
Finch C
Fordham U
Hamilton C
Hartwick C
Keuka C
Manhattanville C of the Sacred Heart
Marymount C
C of New Rochelle
New York U
Nyack Missionary C
U of Rochester
Sarah Lawrence C
Skidmore C

OHIO
Antioch C
Heidelberg C
Lake Erie C
Mount Union C
Oberlin C
C of Wooster

OKLAHOMA
East Central SC

OREGON
Willamette U

PENNSYLVANIA
Albright C
Allegheny C
Bryn Mawr C
La Salle C
Temple U
Ursinus C

SOUTH DAKOTA
South Dakota SU

TENNESSEE
Southern Missionary C
Southwestern C
Vanderbilt U

TEXAS
Sam Houston STC
Texas Christian U
Texas Technological C

UTAH
Brigham Young U
Utah SU

VERMONT
Middlebury C

VIRGINIA
Sweet Briar C

WASHINGTON
Washington SU
U of Washington

WISCONSIN
Ripon C
Wisconsin SC, Stevens Point